The Effectiveness of the Direct Learning Model in Improving Vocational Skills in Making Flowers from Onion Skins for Children with light mental retardation

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Abstract : The background of the problem in this study is to see the vocational ability to make flowers from onion skins for light mental retardation children in SLB Perwari Padang. The problem found was that the child had not been able to make flowers from onion skins that had never before been taught to children. The purpose of this study is to prove whether the direct learning model can improve the vocational ability to make flowers from onion skins for light grade VIII C children in Perwari Padang SLB. This type of research is an experimental research that is by using quasi-experimental or also called quasi-experiment with a single group design that is Onegrup pretest-posttest Design, with research subjects of five light mental retardationchildren. The abilities assessed by pretest and posttest were processed and compared using the Wilcoxon Sign Rank Test. So it can be concluded that the direct learning model is effective in improving the vocational skills of making flowers from onion skins for light retardation in Perwari Padang SLB. The results of this study could be taken into consideration for teachers to be able to use direct learning models in improving children's vocational skills, especially in teaching how to make flowers from onion skins.

Keywords: Flowers from onion skin, Direct learning, mental retardation

INTRODUCTION

Special Education is an education that caters to children with special needs such as children with visual impairment, hearing impairment, intellectual impairment, mental retardation, and autism. One part of children with special needs who need to get skills programs is mental retardationchildren. Children with intellectual disabilities, according to Somantri[1], children who have low or average intelligence and have specific characteristics so they cannot have abstract thinking, convoluted, and adjust to their environment. Based on the grouping of mental retardation is divided into three parts, namely: light, moderate and severe mental retardation. Those who are classified as soft mental retardationchildren, still have below-average abilities, they need educational services both in academics and non-academic fields because mental retardationchildren can even be educated, trained, and mentored so that children can be directed more in non-academic areas. As a result of these limitations, light retardation children

[1] Sutjihati Somantri, "Psikologi Anak Luar Biasa" (Bandung: Refika Aditama, 2006).

need to be given special education and guidance so that children can develop the abilities they have.

Children with intellectual disabilities need services to develop their interests and potentials optimally and demand fulfillment to maintain their lives. It requires effort that must be done by the teacher so that children can meet their needs so that children have specific skills that can be used as a source of their income and are not too dependent on others, in other words, the children can be more independent. One of the abilities that can be given to lightly retarded children is vocational skills.

Vocational skills are skills that are given as part of the process of acquiring life skills given by teachers in class or at school to introduce students to the world of work and provide learning to have an attitude of respect for the results of work that has been done. It is also useful for practicing independence, socializing, and emotional self-learners. Learning skills in schools are designed by adjusting the abilities, needs, and potential of students so that later, students can follow the learning skills provided.

It is hoped that by teaching vocational skills, children with special needs will be able to produce a product that can one day be a source of income to meet the living needs of children with intellectual disabilities and children can open a home-based business that can make money. It is also useful for practicing independence, socializing, and emotional self-learners. Learning skills in schools are designed by adjusting the abilities, needs, and potential of students so that later, students can follow the learning of the capabilities provided. Learning skills provided at school are taught by teachers using a variety of models, strategies and learning methods that are tailored to learning objectives given skills.

The direct learning model according to Suprijono[2], is a teaching approach model that can help students learn and master the necessary skills and obtain information step by step. In direct learning, the teacher explains the knowledge and skills in conducting guided training and provides opportunities for children to do independent practice so that children can find real experiences about a particular material by following the steps given and getting information that can be taught step by step. Through direct learning models, teachers can measure the ability of children's understanding of learning and provide opportunities for all children to do further exercises, through particular attention to the application of more complicated situations or doing it in everyday life. Direct learning models are usually used to teach skills, including crafts making skills.

Goods crafts that used products that can still be used for works such as newspapers, plastic bottles, cardboard and much more. Not only used items that can be used even to the trash that is no longer suitable for use, especially kitchen spice waste which is often underestimated but with a little skill the kitchen spice waste that is already unfit for use such as onion skins, peanut skins, corn husks and many more more that can be used and can be turned into an exciting work for example such as a craft in the form of a brooch and flower arrangements that are so elegant, beautiful and beautiful. This craft can produce high selling points.*skill*) in the field of skills. One of the skills that can be taught to children is to make flowers that are made from kitchen waste namely garlic skin. Usually the onion skin is discarded or burned, at this time the onion skin is used as a material for making crafts because the content is easy to obtain and the making is not too difficult so that mentally retarded children can do it

[2] Agus Suprijono, "Cooperative Learning (Edisi Revisi)," *Yogyakarta: Pustaka Belajar* (2015).

and the child can understand that used goods or kitchen waste can still be used again.

Based on the Preliminary Study, the researchers conducted at SLB Perwari Padang on Monday, March 4, 2019, in class VIII C, five children consisted of four boys and one girl. Researchers make observations in the teaching and learning process of art and culture lessons, at that time the child is making flowers from aqua glass and making clocks from plastic spoons, in general during the process of learning skills, the teacher only gives that skill, and the teacher occasionally teaches making skills from used goods, but these skills are very rarely done, and that is often done at the time of learning children's abilities are told to exercise outside, and the child is left alone doing what the child wants to do.

Based on the results of interviews with teachers that for the time being only taught the skills to make bags from used goods to make flowers from glass aqua bottles only. The school organizes activities for self-development or the development of children's interests and talents, which are carried out every Saturday. In this activity children are seen only playing that there should be a lot of activities to do, some children also do this activity such as children making skills of making bags from used goods and making flowers from equal glass bottles, even that activity is not done routinely every week but only done once a month. In this activity, many children do not participate and most children play, sit and do the activities they want.

Based on interviews conducted by researchers with homeroom teachers that children have never been taught the skills to make flowers from the necessary ingredients of garlic skin. Previously, the Children only made skills from the basic components of aqua glass flannel cloth bottles. With the skills that are already lightly retarded to which children can develop their vocational skills, the activities of making flower skills from onion skins can be carried out. From the results of a child's motor assessment that researchers conducted, the results were obtained that the child's motor did not experience problems or disorders so that it can be used to make simple vocational skills such as cutting, folding, and arranging flowers. Children can do this skill.

From this, the researchers were interested in teaching vocational skills to make flowers from the necessary ingredients of kitchen waste namely garlic skin. Not only used items can be used as flowers, but kitchen waste can also be used, for example, we can turn corn skin into flowers, because in this day and age many people are competing in making handicrafts from used goods or kitchen waste that can be processed into handicrafts. Attractive and economical so they can produce high selling points. So, we can use garlic skin as a material for making skills, namely making jasmine flowers from the essential ingredients of onion skin. Making flowers from the essential components of onion skin is not difficult, the material used is also easy to obtain.

METHOD

The study was conducted in class VIII at SLB Perwari Padang with five students. The research was carried out during the development activities on Saturday and at recess on Monday, Tuesday, Wednesday, and Thursday. Data collection is carried out by established research instruments and data collection techniques. The data obtained by researchers based on students' ability to perform vocational skills activities to make flowers from onion skins were processed according to data analysis techniques using the *Wilcoxon Sign Rank Test* formula.

According to Sugiyono[3], the value obtained next is to use the *Wilcoxon Sign Rank Test* formula. To make data processing easier, previously, it is necessary to enter

[3] Drs Sugiyono, "Metode Penelitian Kuantitatif Dan Kualitatif R&B" (Jakarta: Alfabeta, 2010).

the *pretest* and *posttest* values into the table to see the initial abilities and the final abilities studied. The material given during the *pretest* and *posttest* is to test how the subject's initial ability and the ultimate ability of the item after being treated with a direct learning model.

RESULT AND DISCUSSION

The results of data collection in making flowers from onion skins can be seen in the following table:

Table 4.1. Results *Pretest* and *Posttest*

No.	Subject	Pretest Value (X1)	Postest Value (X2)
1	AD	43	75
2	FT	32	57
3	AL	53	82
4	BM	43	71
5	SR	36	64
Amount		**207**	**349**

From Table 4.1 we can define the percentage of *pretest* or initial ability and ability after being given treatment or *posttest.*

1. *Pretest* value data

   The following is a statistical description of the *Pretest* value *:*

   Table 4.2 *Pretest* Results

	N	Minimum	Maximum	The mean	Std. Deviation
Pre Test	5	32	53	41.40	8019
Valid N (listwise)	5				

   Based on table 4.2 is known that the highest score of *AL i*s 53, and the lowest value on the *pretest* results was FT of 32. While the average *pretest* value of the five subjects was 41.40.

2. *Posttest* value data

   The following is a statistical description of the *posttest* results *:*

   Table 4.3 *Posttest* Results

	N	Minimum	Maximum	The mean	Std. Deviation
Post Test	5	57	82	69.80	9680
Valid N (listwise)	5				

Based on Table 4.3, it is known that the highest AL value on the *posttest* results was 82, and the lowest value on the *posttest* results was FT of 57 while the average *posttest* value of the five subjects was 69.80.

After knowing the value of the *pre-test* and *post-test results*, the next step is to determine the *rank* or rank of the research subjects before being given treatment (X1) and after being given treatment (X2) to be analyzed using hypothesis testing with *Wilcoxon Sign Rank Test* Test analysis. In testing hypotheses, it takes conditions in the study of data generated by comparing the Asymp Sig. (2 tailed) with a significance level (α). The significance level used in the analysis is 0.05 or 5%. The terms of hypothesis testing are as follows:

Table 4.4 Hypothesis Testing Requirements

Hypothesis	*Asymp. Sig* . (2 - *tailed*)	Significance level (a)	Conclusion
Zero Hypothesis: The direct learning model is effective for improving vocational skills in making flowers from onion skins for mentally retarded children at SLB Perwari Padang	> 0.05	0.05	The null hypothesis was rejected
Alternative hypothesis: The direct learning model is effective for improving vocational skills in making flowers from onion skins for light retarded children in SLB Perwari Padang	<0.05	0.05	Alternative hypothesis accepted.

To prove the hypothesis of a direct learning model that can improve the ability to make flowers from onion skins, the *Wilcoxon Sign Rank Test was used. Wilcoxon Sign Rank Test* analysis results show the following:

Table 4.5 Analysis Test Results

	Posttest-Pretest
Z	-2,032 [a]
Asymp.Sig. (2-tailed)	.042

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The *Wilcoxon Sign Rank Test* between the *pretest* and *posttest* shows that the resulting value Z_{count} = -2.032 with the probability of *Asymp Sig (2-tailed)* = .042. Probability values obtained through the analysis test are then compared with the probabilities that have been set α = 0.05, so the probability of $Z_{count\ is}$ less than the probabilities set (0.042 <0.05). Therefore the $_{calculated}$ *Z* probability value from the Wilcoxon Signed Ranking Test is smaller than the probability set at 5% (a= 0.05), and from the results of descriptive analysis obtained an average *pretest* 41.40, and *posttest* 69.80 it can be said that the direct learning model is effective for improving vocational skills making flowers from Bawang skin for lightly retarded children in Perwari Padang SLB. Thus in a study that reads: "The effectiveness of direct learning models in improving vocational skills of making flowers from onion skins for lightly retarded children in

SLB Perwari Padang" can be accepted.

Discussion

This study discusses the effectiveness of direct learning models in improving vocational skills in making flowers from onion skins, by light mental retardationchildren in SLB Perwari Padang. According to Suprijono[4] the direct learning model is a teaching model in which the lessons are taught directly to all students, and the teacher is actively involved in delivering the contents of the lesson. Efendistates that mental retardationchildren who are light or able to educate our children who are unable to participate in regular school programs, but he still has abilities that can be developed through education even though the results are not optimal[5].

In this study an increase in children's ability to improve vocational skills to make flowers from onion skin after being given treatment using direct learning models[6]. This can be seen from the comparison of the results of the *pretest* and *posttest* that the researchers have done, which is done 8 times with the *pretest* conducted two meetings in completing the stages of making flowers to see the initial ability of each student in making flowers from making onion skins. From the results of the *pretest* furthermore given treatment or *treatment* using the direct learning model as many as 5 meetings, for the treatment stage or *treatment is* not assessed. In the third stage, the *posttest,* which is the child's final ability to make flowers from onion skin, is done 1 time.

From the results of the comparison of the percentage of *pretest* and *posttest* seen an increased comparison of the ability to make flowers from the skin of onions for children with mental retardation class VIII C in Perwari Padang SLB after being treated using direct learning models. Research with direct learning models conducted by researchers to increase vocational skills blinding interest from onion skin looks increased when compared between *pre-test* and *post-test* values and can be proven through the *Wilcoxon Sign Rank Test* where Z_{count} = -2.032 and Asymp.Sig (2-tailed) = 0.042, means $Z_{count} > Asymp.Sig.\ (2\text{-}tailed)$ thus Ho is rejected and Ha is accepted.

CONCLUSION

This research was conducted at SLB Perwari Padang, which aims to teach the skills of making flowers from onion skins in light mental retardationchildren grade VIII C using a direct learning model. The collected data were analyzed using the *Wilcoxon Sign Rank Test* where the *pretest* and *posttest* showed that the value generated Z_{count} = -2.032 with the probability of *Asymp Sig (2-tailed)* = .042. Probability values obtained through the analysis test are then compared with the probabilities that have been set $\alpha = 0.05$ so that the probability of *Z is* $_{calculated}$ less than the established probability (0.042 <0.05). Thus Ho is rejected, and Ha is accepted.

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